

Making Your Own Big Book

Suggestions for using PPT to create an
electronic Big Book for kindergarten

The following slides contain some guidelines to consider as you create your electronic big book.



Unit 1

PRINT CONCEPTS

RF.K.1.a – Follow words from left to right, top to bottom, and page by page.

- Use one line of print on a page.
- Put the text box on the left side and the picture on the right, or the text box on top and the picture underneath to help students learn to begin with the print.

RF.K.1.c – Understand that words are separated by spaces in print.

- Exaggerate the space between the words (use at least 2 spaces).

PHONICS AND WORD RECOGNITION

RF.K.3.a – Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

- Use a font that represents the letters as we write them.
 - comic sans
 - century gothic
- Use a large font size so the text can easily be seen by all.

RF.K.3.c – Read common high frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

- Include high frequency words in your text.
- Use repetitive text.

FLUENCY

RF.K.4 – Read emergent reader text with purpose and understanding.

- Print the handouts with 1 slide per page to make small version of the text.

CONVENTIONS OF STANDARD ENGLISH

L.K.2.b – Recognize and name end punctuation.

- Use complete sentences on each page (don't use ellipses or finish a sentence on the next page.)

Let's look at a good example.

The grapes are purple.



High frequency words

The grapes are purple.

Font- Century Gothic bold size 44
2 spaces between the words



Simple picture-
direct text match

Food Rainbow



Written by Mrs. Handley

Illustrated with Google Images

The apples are red.



The bananas are yellow.



The grapes are purple.



The carrots are orange.



The berries are blue.



The coconuts are brown.



The broccoli is green.



Text is repetitive.

Let's look at a poor example.

Purple Grapes



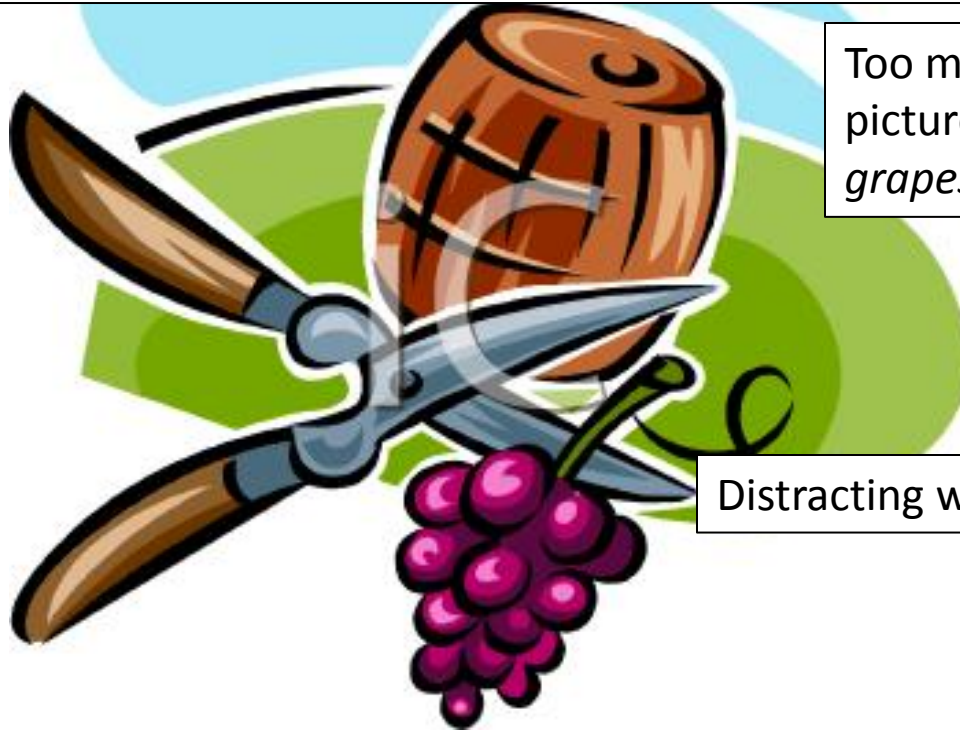
Purple Grapes

Not a complete sentence and no high frequency words

Font- Curlz MT bold size 44

The letters are too busy.

Emergent readers need simple text that looks like the letters they are learning to write.



Too much going on in the picture- *barrel, shears, grapes, grass, sky*

Distracting watermark

Unit 2

PRINT CONCEPTS

RF.K.1.a – Follow words from left to right, top to bottom, and page by page.

- Use two or three lines of print on a page.
- Begin the second and third line with a known sight word.
- Double space the lines.

RF.K.1.c – Understand that words are separated by spaces in print.

- Exaggerate the space between the words (use at least 2 spaces).

PHONICS AND WORD RECOGNITION

RF.K.3.a – Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

- Use a font that represents the letters as we write them.
 - comic sans
 - century gothic
- Use a large font size so the text can easily be seen by all.

RF.K.3.c – Read common high frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

- Include high frequency words in your text.
- Use repetitive text.

FLUENCY

RF.K.4 – Read emergent reader text with purpose and understanding.

- Print the handouts with 1 slide per page to make small version of the text.

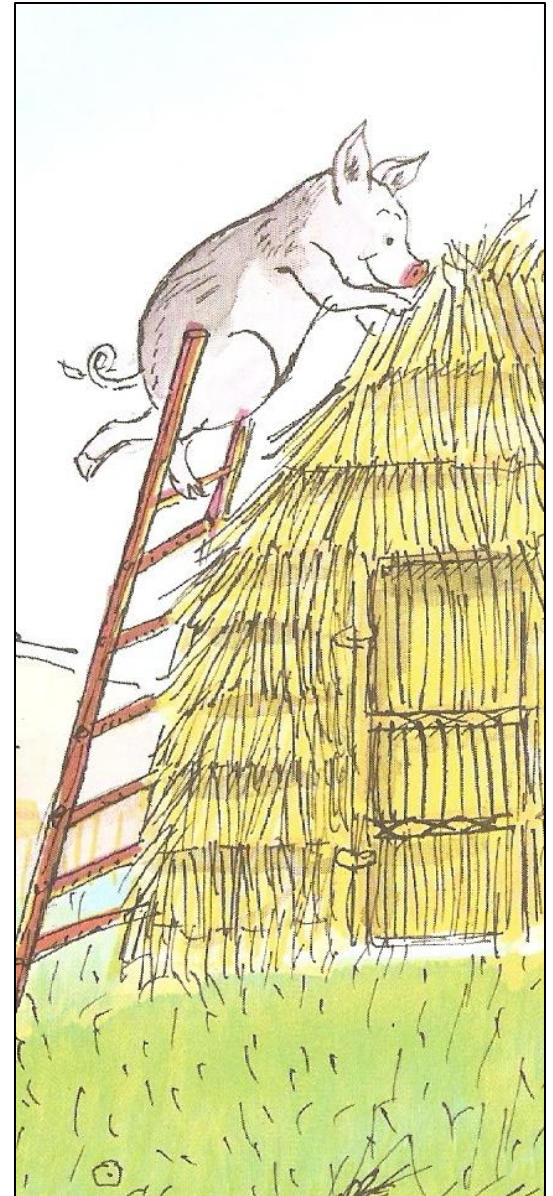
CONVENTIONS OF STANDARD ENGLISH

L.K.2.b – Recognize and name end punctuation.

- Use complete sentences on each page (don't use ellipses or finish a sentence on the next page.)

Let's look at a good example.

The first little pig built
a house with straw.



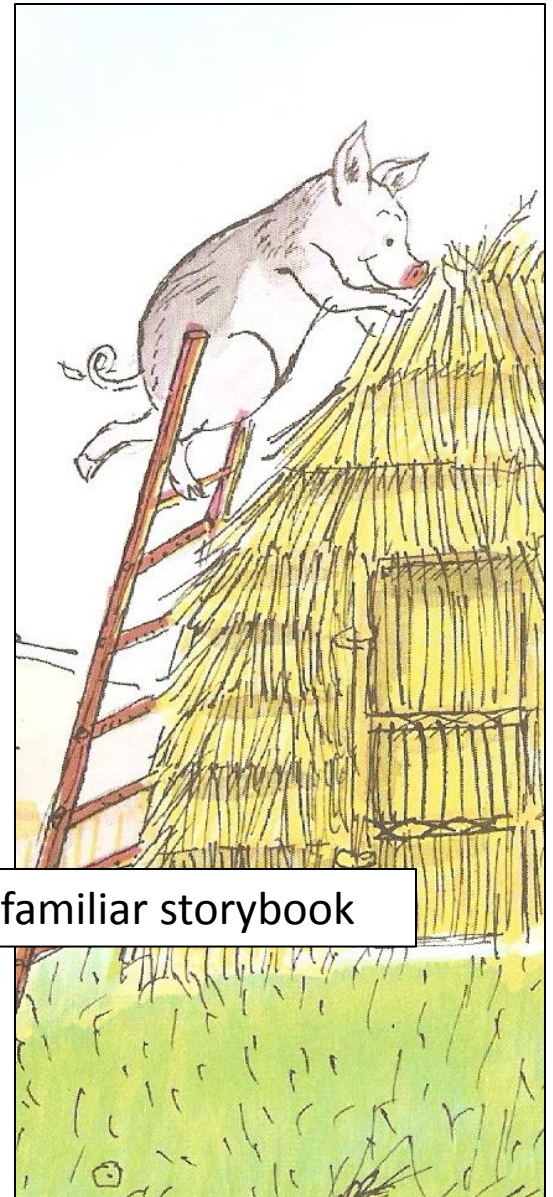
High frequency words

The first little pig built
a house with straw.

Font- Comic Sans size 32
2 spaces between the words
Double spaced

Second line begins with a
high frequency word.

Picture from familiar storybook



The Three Little Pigs



Retold by Mrs. Hensley
Illustrated by Paul Galdone

1

Once upon a time there were three little pigs.



They set off to build their houses.

2

The first little pig built a house with straw.



3

Along came the Big Bad Wolf.



I will huff and
I will puff and
I will blow your house in!

4



The wolf blew the house in,
and he ate the pig!

5

The second little pig built a house with sticks.



6

Along came the Big Bad Wolf.



I will huff and
I will puff and
I will blow your house in!

7

The wolf blew the house in,
and he ate the pig!



8

The third little pig built a house with bricks.



9

Along came the Big Bad Wolf.



I will huff and
I will puff and
I will blow your house in!

10

The wolf blew and blew,
but he could not blow the house in!



11

The wolf climbed up to the roof.
He crawled into the chimney!



12

He fell into a pot of hot water!



And that was the end of
the Big Bad Wolf!

13

Text is repetitive.

Unit 3

PRINT CONCEPTS

RF.K.1.a – Follow words from left to right, top to bottom, and page by page.

- If students have this standard under control, vary the amount of lines per page and consider using different fonts for emphasis.

RF.K.1.c – Understand that words are separated by spaces in print.

- Exaggerate the space between the words (use at least 2 spaces).

PHONICS AND WORD RECOGNITION

RF.K.3.a – Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

- Use a font that represents the letters as we write them.
 - comic sans
 - century gothic
- Use a large font size so the text can easily be seen by all.

RF.K.3.c – Read common high frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

- Include high frequency words in your text.
- Use repetitive text.

FLUENCY

RF.K.4 – Read emergent reader text with purpose and understanding.

- Print the handouts with 1 slide per page to make small version of the text.

CONVENTIONS OF STANDARD ENGLISH

L.K.2.c – Capitalize the first word in a sentence and the pronoun I.

- Use complete sentences on each page (don't use ellipses or finish a sentence on the next page.)
- Incorporate the word "I".

Let's look at a good example.

Where is Max?



He is in the tent.

Where **is** Max?

Font- Century Gothic bold size 36
2 spaces between the words



High frequency words

Picture from familiar storybook

He **is** **in** **the** tent.

Second line begins with a
high frequency word.

Where Are Our Friends?

Written by Mrs. Hensley
Illustrated with Google Images

UK1d 2.4

1

Where is Toad?



He is in the boat.

2

Where is the girl?



She is in the train.

3

Where is Gloria?



She is in the car.

4

Where is George?



He is in the bed.

5

Where is Knuffle Bunny?



He is in the washing machine.

6

Where is Sal?



She is in the kitchen.

7

Where is Ping?



He is in the air.

8

Where is Mrs. Mallard?



She is in the nest.

9

Where is Max?



He is in the tent.

10

Where is Pooh?



He is in the rain.

11

Where is the postman?



He is in the country.

12

Where is the boy?



He is in the water.

13

Where is Little Bear?



He is in his Mom's lap.

14

Text is repetitive.